

**THE USE OF ANIMATION LEARNING VIDEO IN TEACHING
VOCABULARY TO YOUNG LEARNERS DURING PANDEMIC COVID-
19 QUARANTINE IN SD MUHAMMADIYAH JATYOSO ACADEMIC
YEAR 2020/2021**



Submitted as a Partial Fulfilment of Requirements for Getting Bachelor Degree of
Education in English Department

Proposed by:

LINTANG CHRISDIANTO

A320170191

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2021**

STATEMENT OF ORIGINALITY

Here with, I declare that all statements and analyzes in this research paper are my original work. There is no plagiarism in this research paper from previous research that has been done by other researchers. The researcher only include the opinions of experts and mention the sources in the bibliography of this research paper.

In the future, if any plagiarism is found in this research paper, I will take full responsibility for the clarification.

Surakarta, July 29th 2021

Researcher



Lintang Chrisdianto

A320170191

APPROVAL

**THE USE OF ANIMATION LEARNING VIDEO IN TEACHING
VOCABULARY TO YOUNG LEARNERS DURING PANDEMIC COVID-
19 QUARANTINE IN SD MUHAMMADIYAH JATYOSO ACADEMIC
YEAR 2020/2021**

RESEARCH PAPER

By:
LINTANG CHRISDIANTO
A320170191

Approved and accepted to be examined by consultant

Supervisor



Arvati Prasetyarini, S.Pd., M.Pd.

NIDN. 605107001

ACCEPTANCE

THE USE OF ANIMATION LEARNING VIDEO IN TEACHING
VOCABULARY TO YOUNG LEARNERS DURING PANDEMIC COVID-
19 QUARANTINE IN SD MUHAMMADIYAH JATIYOSO ACADEMIC
YEAR 2020/2021

BY

LINTANG CHRISDIANTO

A320170191

Approved and Accepted by the Board of Examiners

Faculty of Teacher Training and Education

Universitas Muhammadiyah Surakarta

On Tuesday, August 17th, 2021

The examiners :

1. Aryati Prasetyarini, S.Pd., M.Pd

(Head of Examiner)

2. Mauliy Halwat Hikmat, Ph.D

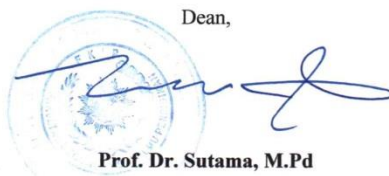
(Member I of Examiner)

3. Nurhidayat, S.Pd., M.Pd

(Member II of Examiner)

(.....)
(.....)
(.....)

Dean,



Prof. Dr. Sutama, M.Pd

NIP. 196001071991031002

MOTTO

Love your life and live with love.

–Lintang Chrisdianto

ACKNOWLEDGEMENT

Assalamu 'alaikum Warrahmatullahi Wabarokatuh

Alhamdulillahirabbil 'alamin. Praise and gratitude to Allah SWT, because of His mercy and grace so that the researcher can be given the opportunity to study at this place until today the researcher can compose and complete a thesis as one of the requirements for obtaining a Bachelor Degree of Education in Department of English Education, Universitas Muhammadiyah Surakarta. Sholawat and greetings go to Prophet Muhammad SAW, who has brought us from the dark era to the bright era and may we always be the lucky ones in His protection. Aamiin.

The researcher would like to give high appreciation and gratitude to all participants who have contributed directly or indirectly in the preparation of this thesis, including:

1. Prof. Dr. Sutama, M.Pd, the Dean of Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta
2. Titis Setyabudi, S.S., MA, the Chief of Department of English Education, Universitas Muhammadiyah Surakarta
3. Aryati Prasetyarini S.Pd., M.Pd, who has been my best mentor, adviser, and motivator in completing my thesis
4. All lecturers in Department of English Education, Universitas Muhammadiyah Surakarta who have high dedication and motivation to provide knowledge to students
5. My parents, Mr. Sadino and Mrs. Safitri, who have become ears to hear, shoulders to lean, hands to hold, head to think, feet to stand, heart to feel and soul to rest. I hope we can grow old together

6. My sister, Aira Violita, who taught how a man and big brother should behave to be a role model for his young sister. I hope we can grow up together
7. My friends for being a bridge between two heads, between two feelings, between two problems, between two arguments, between two choices, between two thoughts, and between two advices. See you in the best version of your life, soon

In compiling this thesis, the researcher realizes that there are still many shortcomings, therefore suggestions and constructive criticism for the perfection of this thesis are highly expected.

Finally, I hope this thesis can be useful for the researcher in particular and for readers in general

Wassalamu 'alaikum Warrahmatullahi Wabarokatuh

Surakarta, July 29th 2021

Researcher



Lintang Chrisdianto

A320170191

ABSTRAK

Tujuan penelitian ini adalah (1) mengetahui bagaimana guru menggunakan video animasi dalam pembelajaran kosakata selama masa karantina pandemi Covid-19, (2) menganalisis tanggapan siswa terhadap penggunaan video animasi dalam pembelajaran kosakata selama masa karantina pandemi Covid-19 dan (3) menganalisis permasalahan yang dihadapi guru dalam mengimplementasikan video animasi dalam pembelajaran kosakata selama masa karantina pandemi Covid-19. Penelitian ini menggunakan metode kualitatif. Peneliti mengumpulkan data dengan mengamati situasi, melakukan wawancara dan mengumpulkan dokumen-dokumen. Penelitian ini menggunakan triangulasi data sebagai teknik analisis data melalui 3 tahap, yaitu: reduksi data, penyajian data, dan penarikan kesimpulan atau verifikasi. Subjek penelitian ini adalah guru bahasa Inggris dan siswa kelas IV SD Muhammadiyah Jatiyoso tahun ajaran 2020/2021. Hasil penelitian ini menunjukkan bahwa guru bahasa Inggris menerapkan video animasi dalam pembelajaran kosakata selama masa karantina pandemi Covid-19 dalam lima tahap persiapan yaitu menganalisis materi, merancang materi, mengevaluasi materi, membagikan materi, dan menyerahkan tugas oleh siswa. Siswa memberikan respon positif dan negatif terhadap penggunaan video pembelajaran animasi dalam pembelajaran kosakata selama masa karantina pandemi Covid-19. Respon positif siswa antara lain: proses belajar mengajar menjadi lebih fleksibel, siswa merasa lebih aman saat belajar di rumah selama masa karantina pandemi Covid-19, guru membuat video pembelajaran animasi sesuai karakteristik siswa dengan penjelasan yang jelas, berisi gambar kartun yang lucu, background warna warni, dan guru memberikan berbagai jenis tugas seperti menulis, membuat video dan rekaman suara agar siswa tidak mudah bosan. Respon siswa yang negatif antara lain: video animasi merupakan komunikasi satu arah sehingga siswa kesulitan untuk memberikan tanggapan dan bertanya secara langsung. Selain itu, siswa membutuhkan banyak kuota internet untuk mengakses video animasi. Alasan lain mengapa siswa memberikan respon negatif karena orang tuanya tidak sempat memberikan pendampingan saat belajar di rumah, sehingga siswa ingin kembali ke sekolah untuk belajar dan berdiskusi bersama guru dan teman-temannya. Kendala yang dihadapi guru dalam mengimplementasikan video animasi dalam pembelajaran kosakata selama masa karantina pandemi Covid-19 antara lain: guru kesulitan memantau perkembangan siswa saat belajar di rumah, siswa tidak mendapatkan nilai yang optimal, orang tua kurang memperhatikan proses belajar anaknya, kurangnya motivasi dari siswa untuk belajar bahasa Inggris, siswa kesulitan beradaptasi dikelas yang lebih tinggi, dan faktor eksternal seperti biaya operasional yang tinggi untuk membeli kuota internet, jaringan internet yang tidak stabil dan kapasitas ruang memori handphone yang terbatas.

Kata kunci: video pembelajaran animasi, pembelajaran kosakata, respon siswa, masalah yang dihadapi guru, karantina pandemi Covid-19.

ABSTRACT

The purposes of this study are (1) find out how the teacher use animation learning video in teaching vocabulary during pandemic Covid-19 quarantine, (2) analyze students responses to the use of animation learning video in teaching vocabulary during pandemic Covid-19 quarantine, and (3) analyze the problems faced by the teacher in implementing animation learning video in teaching vocabulary during pandemic Covid-19 quarantine. This study used a qualitative method. The researcher collected the data by observation the situation, conducting the interviews and collected the documents. This study used data triangulation as a data analysis technique through 3 steps such as data reduction, data presentation, and conclusion drawing/verification. The subject of this research were an English teacher and fourth grade students of SD Muhammadiyah Jatiyoso academic year 2020/2021. The results of this study shows that the English teacher implements animation learning video in teaching vocabulary during pandemic Covid-19 quarantine in five stages of preparation such as analyzing materials, designing materials, evaluate the materials, distributing materials and submitting assignments by students. Students gave positive and negative responses to the use of animation learning video in teaching vocabulary during pandemic Covid-19 quarantine. Positive student responses include the teaching and learning process becomes more flexible, students feel safer when studying at home during pandemic Covid-19 quarantine, the teacher composes animation learning video according to the characteristics of students with clear explanations, contains funny cartoon images, colorful background, and the teacher gives various types of assignments such as writing in a paper, making videos and sound recordings so that students do not get bored. Negative student responses include animation learning video is one-way communication so students difficult to give feedback and ask questions directly. In addition, students need a lot of internet quota to access animation learning video. Another reason why students give negative responses because their parents do not have time to provide assistance when studying at home, so students want to go back to school to study with the teacher and create a discussion group with their friends. The problems faced by the teacher in implementing animation learning video in teaching vocabulary during pandemic Covid-19 quarantine, such as the teacher have difficulty in monitoring the progress of students' knowledge when studying at home, students do not get good scores, parents pay less attention to the learning process of their children, lack of motivation from students to learn English, students have difficulty adapting to higher-level learning, and external factors such as high operational costs to buy internet quota, unstable internet network and limited memory space capacity.

Keywords: animation learning video, teaching vocabulary, students responses, problems faced by teacher, pandemic Covid-19 quarantine.

TABLE OF CONTENTS

COVER.....	
STATEMENT OF ORIGINALITY.....	i
APPROVAL.....	ii
ACCEPTANCE.....	iii
MOTTO.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	viii
TABLE OF CONTENTS.....	ix
TABLE OF TABLES.....	xi
TABLE OF FIGURES.....	xii
CHAPTER I. INTRODUCTION.....	1
A. Background of the Study.....	1
B. Problem Statement	6
C. Objective of the Study.....	6
D. Scope of the Study	7
E. Significance of the Study	7
CHAPTER II. THEORETICAL REVIEW.....	9
A. Previous Study	9
B. Theoretical Review	20
1. Animation Video	20
2. Young learners	22
3. Vocabulary.....	26
4. Teaching Vocabulary to Young Learners.....	29
C. Theoretical Framework	31
CHAPTER III. RESEARCH METHOD.....	34
A. Research Design	34
B. Object and Subject of the Study	36
C. Data and Data Sources	36
D. Technique of Collecting Data.....	37
1. Observation	37
2. Interviews.....	37

3. Documents	38
E. Validity of data	39
F. Technique for Analyzing Data.....	40
CHAPTER IV. FINDING AND DISCUSSION.....	43
A. Finding	43
1. The use of animation learning video in teaching vocabulary during pandemic Covid-19 quarantine implemented by the teacher in SD Muhammadiyah Jatiyoso.....	43
2. Student responses to the use of animation learning video in teaching vocabulary during pandemic Covid-19 quarantine implemented by the teacher in SD Muhammadiyah Jatiyoso	49
3. The problems faced by the teacher in implementing animation learning video in teaching vocabulary to young learners during pandemic Covid-19 quarantine in SD Muhammadiyah Jatiyoso.....	54
B. Discussion.....	61
1. The use of animation learning video in teaching vocabulary during pandemic Covid-19 quarantine implemented by the teacher in SD Muhammadiyah Jatiyoso	61
2. Student responses to the use of animation learning video in teaching vocabulary during pandemic Covid-19 quarantine implemented by the teacher in SD Muhammadiyah Jatiyoso	65
3. The problems faced by the teacher in implementing animation learning video in teaching vocabulary to young learners during pandemic Covid-19 quarantine in SD Muhammadiyah Jatiyoso.....	70
CHAPTER V. CONCLUSION.....	76
A. Conclusion.....	76
B. Implication.....	78
C. Suggestion	79
BIBLIOGRAPHY.....	81
APPENDICES.....	86
<i>Appendix 1.....</i>	<i>87</i>
<i>Appendix 2.....</i>	<i>91</i>
<i>Appendix 3.....</i>	<i>95</i>
<i>Appendix 4.....</i>	<i>100</i>

TABLE OF TABLES

Tabel 1. Similarities and Differences with Previous Studies	16
Tabel 2. Groups of Young Learners	23
Tabel 3. Students' Opinions Using Animation Learning Video	76
Tabel 4. Students' Understanding of the Material.....	77
Tabel 5. Students' Opinions on Assignments	77

TABLE OF FIGURES

Figure 1. Theoretical Framework	33
Figure 2. Diagram of Analyzing Data.....	42